



The Skippers' School

Governors' SEN Report

September 2017

1. Admissions

Pupils with SEN or disabilities continue to be admitted to Skippers' as a priority. The school's admissions Policy states:

Skippers' School is part of the Co-ordinated Admission Scheme, which is administered by the Kent Local Authority. All pupils must have gained a Selective Score through the Kent PESE. Prior to the application of oversubscription criteria, children with a statement of special educational need (SSEN), or Education, Health and Care Plan (EHCP), which names the school, will be admitted. As a result of this the published admission number will be reduced accordingly.

2. Disability Discrimination

The school takes steps to enable pupils with SEN or disabilities to access the curriculum and all extra-curricular activities. No pupil in the past year has been barred from any activity or any part of the curriculum on account of his SEN or disability. Through academic support, in and out of the classroom, access arrangements in public examinations, and an inclusive approach to extra-curricular activity, the school allows pupils with SEN or disability to flourish.

Access facilities for pupils with SEN(D):

The school carries out testing in order to assess the need for extra-time in public examinations; we provide laptops for use in examinations where appropriate.

The Learning Hub provides space for small group and one to one work, in order to support the learning in the classroom.

We have a separate sound-proofed resources room for a Year 8 Registered Blind pupil, and employ a teaching assistant and resources manager (braille and embossed resources) to allow him to access the curriculum.

Our newest building (the Sports Hall) contains a lift and wheelchair access can be gained to all buildings around a difficult site; steps etc are painted with a yellow line to aid those with visual impairment; we have installed handrails to ensure safety in relatively tricky areas of the school, along with improved signage and painting around the school.

New classrooms installed in 2015-16 (two science classrooms and a general teaching classroom) are situated on the ground floor; new buildings will be fully compliant in giving disability access, including the installation of a lift.

3. SENCo and SEN governor

Susan Phyll was the school's SENCO but has now retired, to be replaced by Sally Benson, who is a qualified science teacher, physiotherapist, holds the National Award for Special Educational Needs Co-ordination and is a specialist assessor in psychometric testing, assessment and access arrangements.

She can be contacted on 01892 520732 ext 132 or sally.benson@skidders-school.org.uk.

Jayne Ingman is the school's SEN Governor. She is also a Primary School Headteacher. She can be contacted on ukc802455060@btconnect.com

4. Pupils with SEN(D)

In 2016-17 there were 2 pupils with Education, Health and Care Plans (EHCPs) or Statements. One has ASD, the other is registered blind.

Three more students went through EHCP assessment: two have now been designated as eligible though one of them has left the school.

In 2016-17 35 pupils were in receipt of SEN support.

There were 59 pupils with SEN in 2016-17, covering the following issues: dyslexia, dyspraxia, Asperger's Syndrome, ADD, ADHD, visual impairments, sensory sensitivity & complex medical needs.

5. Outcomes

Pupils with statements/EHCPs at A level

No pupils with Statements/EHCPs sat A levels or GCSEs in 2017.

Pupils with SEN support

A level: One student received SEN support, including additional support in his university application.

GCSE: In 2017 SEN pupils 9 in this case those who were allocated extra time in exams had an APS of 48.6, with a VA residual of -1.24, compared with a 52.1 APS across the year group and a residual of 2.44 APS against CATs APS. There was relative underperformance this year, though that is not typical: in 2016 SEN APS was 51.7 (residual of 1.0) against cohort APS of 53.3 and residual of 3.2.

6. Attendance of pupils with SEN

	% percentage attendance	% persistent absentees - absent 15% or more sessions
No SEN	94.73%	2.09% (21 students)
SEN Support	97.29%	0.1% (1 student)
SEN with statement or EHCP	92.65%	0% (0 students)

7. Exclusions of pupils with SEN 2015-16

% fixed term exclusions – 2 pupils out of 23 in total.

No pupils with SEN were permanently excluded.

8. Destinations of pupils with SEN 2015-16

From Year 11: In 2016 and 2017 all SEN students joined the Skidders' Sixth Form

From Year 13: In 2016 and 2017 all SEN students have continued their education at Russell Group universities.

9. Interventions used by the school to support pupils 2015-16

Intervention	Focus	Impact	Implications for 2016-17
<i>Self-esteem support (4 pupils)</i>	<i>Raising self- esteem and reducing behaviour incidents</i>	<i>2 pupils are reintegrated into regular school attendance, one has left the school and another continues to struggle to attend</i>	<i>Continue to target support more specifically to individual need, adapting the curriculum where necessary</i>
<i>Weekly meetings/parental liaison</i>	<i>Study skills, organisation, social skills</i>		<i>Continue</i>
<i>In class support (35 pupils)</i>	<i>Study skills, concentration, support for dyslexia</i>	<i>Clear progress in summer exams</i>	<i>Maintain support for 2 students with Statement/EHCP</i>
<i>Mentoring of low achieving pupils in Year 11 (not necessarily SEN)</i>	<i>Focus on confidence, organisation, study skills</i>	<i>2016-17: significant improvement Year 10 to GCSE</i>	<i>Continue</i>
<i>GCSE revision classes (not necessarily SEN)</i>	<i>Study skills; focused revision</i>	<i>All achieved better grades as a result</i>	<i>Improve tracking of SEN pupils using Provision Plan software</i>
<i>A level revision classes (not necessarily SEN)</i>	<i>Study skills; focused revision</i>	<i>All achieved better grades as a result - we are exploring improved tracking of SEN pupils</i>	<i>Continue</i>

10. Training provided to staff 2015-16

Training	Uses in the school and impact
<ul style="list-style-type: none"> • Employment of three TAs, partly to assist with a VI pupil, but also to provide targeted in class support to other pupils. • Training of staff, focussed on the growing concerns about young adult mental health and emotional resilience. This includes training in Mindfulness, the development of the adolescent brain and Cognitive Behavioural Therapy. • Specific staff training aimed at supporting young people with VI. • Curriculum based tracking of students has been improved by broadening the use of SIMS across the whole school. 	<p><i>Positive impact on VI pupil and also others who struggle, particularly in Maths at Key Stages 3 and 4.</i></p> <p><i>Mental health first aid and the readier ability to spot 'behavioural' issues as matters required softer skills to solve.</i></p> <p><i>Adapted lessons to allow registered blind pupil to flourish.</i></p> <p><i>Closer monitoring of SEN pupils.</i></p>

11. Actions in SIP to improve provisions for pupils with SEN

Last year we embedded a new SEN structure, completing the shift from a single full time SENCo, with no support, to a part-time SENCo (who also sits on the Leadership Group), supported by two full-time and one part-time Teaching Assistants, and with further admin support. This year we have been joined by a full-time SENCo (albeit one who also teaches Biology). We are further increasing the support given to pupils with SEN both in and out of the classroom.

We will continue to use LIFT meetings to access experienced peer support.

We are embarking on use of provision plan and tracking software, specifically to support SEN pupils.

We have not yet embarked on using LUCID as a baseline SEN assessment.

Susan Phyll - SENCo (2016-17)

Edward Wesson - Headmaster

October 2017